

Documentation Guidelines for Learning Disability

Students requesting support services from Student Disability Services at Drake University are required to submit documentation of their disability to verify eligibility under the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act of 1973, and Drake's policies. ADA defines a disability as a substantial limitation of a major life function. The diagnostic report must document a disability.

Submission of documentation is not the same as the request for services. The student must initiate request for services and/or reasonable accommodations once he/she is confirmed at the university. The student must schedule an intake appointment with a staff so that support services and reasonable accommodations may be discussed. Our staff prior to the appointment will review documentation. Reasonable accommodations cannot be implemented until the student's documentation is complete. A school plan such as an Individualized Education Plan (IEP) or a 504 Plan may not be sufficient documentation.

In addition, diagnostic assessments must be completed by an independent professional (not a family member) *within the past three years* in order to reflect current functioning.

THE DIAGNOSTIC BATTERY

Diagnostic assessments must include a measure of aptitude and measures of achievement in reading, math, and written language.

Aptitude

- Weschler Adult Intelligence Scale-III (WAIS-III). Must include Full Scale IQ, Verbal IQ, Performance IQ, and all subtest scores
- Woodcock Johnson Psychoeducational Battery-III (WJ-III): Tests of Cognitive Ability Must include either tests 1-7 or 1-14 or Woodcock Johnson III: Tests of Cognitive Ability (Tests 1-10 or 1-20)
- Stanford-Binet Intelligence Scale
- Kaufman Adolescent and Adult Intelligence Test

Achievement

Reading

- WJ-III: Tests of Achievement
- Scholastic Abilities Test for Adults (SATA)
- Stanford Test of Academic Skills
- Wechsler Individual Achievement Test (WIAT)
- Woodcock Reading Mastery Tests Revised

Mathematics

- WJ-III: Tests of Achievement
- Scholastic Abilities Test for Adults (SATA)
- Stanford Test of Academic Skills
- Wechsler Individual Achievement Test (WIAT)
- Test of Mathematical Abilities (TOMA)
- Stanford Diagnostic Mathematics Test

Written Language

- WJ-III: Tests of Achievement
- Scholastic Abilities Test for Adults (SATA)
- Stanford Test of Academic Skills
- Wechsler Individual Achievement Test (WIAT)
- Test of Written Language (TOWL)

The above list is not intended to be exhaustive or to limit assessment in other areas that may be pertinent to identifying the individual's strengths and weaknesses.

THE DIAGNOSTIC REPORT

Diagnosis

The report must include a **clear statement** of the learning disability and the **rationale** for this diagnosis as supported by the current diagnostic battery. Individual "learning styles," "learning deficits," "learning differences," and "learning disorders" **do not**, in and of themselves, constitute a disability.

Test Scores

All test scores must be included in the report, specifically standard scores and percentiles. The data should reflect a substantial limitation to learning (below average).

Critical Information

Report should indicate:

1. Evidence of substantial limitation to a major life activity and degree of impact;
2. Patterns in the individual's cognitive abilities, achievement, and information processing that reflect the presence of a learning disability;
3. The evaluator ruled out alternative explanations for the academic problems.

Accommodations

- Although Student Disability Services is ultimately responsible for the determination of reasonable accommodations, the report should indicate recommended accommodation(s) that are deemed reasonable and appropriate at the post-secondary level. Specific test results must support each recommended reasonable accommodation. Prior history of a reasonable accommodation does not, in and of itself, warrant continued provision of the reasonable accommodation(s).
- If extended time for examinations is recommended, results from a timed achievement measure must support the need for that accommodation and be included in the evaluation.

DIAGNOSTICIAN

Professionals conducting assessments and rendering diagnoses of specific learning disabilities must be qualified to do so. Trained and certified and/or licensed psychologists, neuropsychologists, learning disabilities specialists, and educational therapists are considered qualified to evaluate specific learning disabilities. Diagnostic reports should include the **names**, **titles**, **professional credentials**, **addresses**, and **phone numbers** of the evaluators as well as the **date(s) of testing**.

All documentation is confidential and should be submitted to:

Drake University
Student Disability Services
107 Old Main
Des Moines, Iowa 50311
Phone: 515-271-1835 FAX: 515-271-2376